



Monkston Primary School

Music Vocabulary Spine



Children with a rich, varied vocabulary succeed in their education and beyond; therefore, developing learners with excellent language skills is the cornerstone to our curriculum. We recognise that children's vocabulary requires context, so our vocabulary spine is closely aligned with our curriculum and is composed mainly of tier 2 and tier 3 vocabulary as outlined by their definitions below. Tier 1 vocabulary is developed through everyday talk and conversation, as well as in the pupils' home life. The table explains in which year group the word or terminology is introduced, but in most cases, the vocabulary will be revisited regularly as pupils move through the school. The list is by no means exhaustive; pupils will encounter many more tier 2 and tier 3 vocabulary in their lessons, but these are the words that we expect children to know by the time they leave Monkston. To avoid repetition, words that are encountered regularly are not included beyond the year group in which they first appear.

- **Tier 1 Vocabulary** consists of high frequency words, most commonly used in spoken language, which do not typically have multiple meanings. These can be basic nouns such as 'house', 'dog', and 'phone', which learners come across in normal everyday conversation. In most cases, learners will have already acquired this basic level of language prior to starting school and they can continue to develop their tier 1 vocabulary on a day-to-day basis when communicating with their peers and teachers, in tandem with their formal learning.
- **Tier 2 vocabulary** is also high in frequency but is predominantly used in written language. Examples include words such as, 'analyse', 'context' and 'sufficient'. More complex, nuanced and academic in nature, Tier 2 vocabulary is not subject specific; it can have multiple meanings and requires a much higher degree of literacy for learners to comprehend.
- **Tier 3 vocabulary** is low frequency, subject-specific language that is used only in reference to particular concepts, topics and processes. Tier 3 language requires learners to possess a certain level of subject knowledge in order to understand the specific terminology in question: for example, 'hypotenuse', 'tectonic' or 'photosynthesis'. It is the language used by subject specialists when discussing their field, such as historians, artists, scientists, and engineers, and it is the specific vocabulary used in the classroom to teach these subjects.

Key Stage 1

Pitch	Duration/Rhythm	Dynamics	Tempo	Timbre	Texture	Structure	Other
low and high	rhythm	soft and loud	beat	Low/high instruments	walking bass	echo	Compose
mi-re-doh (E-D-C)	rest	gradual/sudden changes volume	pulse	military band	solo	call-and-response	graphic symbol/score perform
pitched/unpitched patterns	march on the beat		slow and fast	tuned and untuned percussion	Sliding (glissando)	ternary form (ABA)	
stepping notes A-G-F	long/short notes	crescendo	steady beat	Flute, harp, violin, clarinet orchestra	Smooth (legato)	ostinato	improvise
	Walk (crotchet)	piano (<i>p</i> – soft)	accelerando		Short/detached notes (staccato)	question-and-answer	motif
	Jogging (quavers) Shh (crotchet rest)	forte (<i>f</i> – loud)	ritenuto metre	strings piano	round	verse and chorus 4-beat rhythm	conductor accompaniment
	4 beats per bar			glockenspiel and xylophone chant		coda repetition	articulation soundtrack

Upper Key Stage 2

Pitch	Duration/Rhythm	Dynamics	Tempo	Timbre	Texture	Structure	Other
C major triad	dotted quaver	Fortissimo (<i>ff</i> – very loud)	bpm (beats per minute)	brass instruments (trumpet, bugle)	harmony	2-bar phrases	symphony
arpeggio	semiquaver	Pianissimo (<i>pp</i> – very soft)		choir	homophonic	spoken interludes	gospel
octave above/below	minim			congregation	a capella (unaccompanied)	bridge	tango
hook	backbeat			rhythm section	bass line	ending (outro)	protest song
riff	syncopation			woodwind	monophonic	theme and variations	sacred music
G major	dotted crotchet					backing vocals	
D major							
semitone							
swing							
F major							
Key change (modulation)							